**UKS2 Lesson 3 What is most important in life for Alevis? Teacher notes**

1. This is a deep and challenging lesson with potential for creative cross-curricular work.

Explain that you will introduce them to some very deep ideas and you want to see how they respond and what they think. Make it clear that as long as they use reason and good thinking, they will be ok. Encourage them to challenge and question each other, politely. They are Seekers After Truth (SATs!!!).

The children in the picture are about to light three candles representing Hakk (God/Truth)/Muhammet/Ali. Alevi children learn, through participation and encouragement, about their beliefs and traditions.

2. Maybe get pupils to discuss in pairs and then fours before sharing ideas and questions.

Points to pick up – what does this say about human nature and what it means to be a person? – What does it say about God?

Revise what the Ka’aba is in Islam and help to discuss what might be meant by the phrase ‘Ka’aba of one’s heart’.

3. Discuss the difference between searching for truth and living the truth. Which is harder? Why?

4. What do they think? Malice means wishing harm on others; greed is wanting everything for yourself. Can these be driven out by an inner attitude of love? What else might be needed to make people less greedy and cruel?

5. Facilitate open discussion – a search for truth! Try not to impose your views, but use questions to encourage their views.

The main idea here is that we find Truth (God/Hakk) in ourselves, not in external places and things. See if pupils can explain the reference to Jerusalem and Makkah, but you may need to explain their significance. Look into yourself, who you are, wha is important in life, what kind of a person you are and want to be. This applies to everyone – so what would life be like if everyone was greedy? Generous? Caring? Cruel? etc

Ask what they remember about the Cem ceremony. The Semah helps them look into themselves and the music and hymns provide teachings and emotional attachment to the process. All these help the Alevis to reflect more deeply about and get more meaning from their worship.

6. Pir Sultan’s poems are sung and danced to producing a deep spiritual experience or sense of being at one with yourself, humanity and Hakk. The Saz accompaniment adds to the tone of the experience and has the effect of helping the participants to reflect deeply on their own life and the world.

7. P4C-style: ask for an initial response to this and facilitate their further responses. This can be fairly informal for those who have not done P4C, are can be used as a full P4C session in schools with training, allowing the pupils to develop their own questions on the stimulus of their learning about Alevi teachings and values and choosing one to explore.

Give it a go!! See what they come up with. Be amazed! Get them to write and draw their ideas after discussion

Keep this open. Better to let the pupils question each other than you restrict or impose ideas on them.

Encourage them to be Truth-Seekers! Or, post SATs, Seekers After Truth! Again, this can be the basis for some creative cross-curricular work.